

**The California Adult Education 2000 —  
2002 Innovation and Alternative  
Instructional Delivery Program**

**A Review**

Dennis Porter, Director, California Distance Learning Project,  
California State University Dominguez Hills School of Education

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## The California Adult Education 2002 – 2002 Innovation and Alternative Instructional Delivery Program — A Review

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### The Report

This report is the second in a series of annual working papers on the California Innovation and Alternative Instructional Delivery Program. The purpose is to provide current and comparative information on the implementation of EC 52522 and provide an overview of the adult education Innovation Program initiative.<sup>1</sup>

### The Legislation

In 1993 the California legislature passed EC 52522 permitting the Superintendent of Public Instruction to approve adult school plans to spend up to 5% of their block entitlement on innovation and alternative instructional delivery. This authorization and the subsequent initiative are commonly known as the Innovation Program initiative.

Types of innovative programs identified in the legislation follow.<sup>2</sup>

1. Worksite adult basic education skills instruction.
2. Distance learning using video and other communication technologies.
3. Home-based and community-based independent study approaches using instructional technologies.
4. Tests of alternative reimbursement approaches other than average daily attendance to determine whether they are reasonable and feasible, to the extent that there is no decrease in the number of students served nor an increase in cost to the state.

Any adult school wishing to request authorization for the innovative programming submits an annual application to the California Dept. of Education. The application form is available on the CDE Adult Education Office website — [www.cde.ca.gov/adulteducation](http://www.cde.ca.gov/adulteducation). Authorized programs have been required to submit a final report outlining program design, learners served, and accomplishments.

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<sup>1</sup> The research and data collection for this paper are funded by the California Department of Education, Adult Education Office. However, the opinions expressed do not necessarily represent the position or policy of the Department.

<sup>2</sup> The worksite – workplace learning skills focus has proven unattractive to adult schools, and the test of alternative reimbursement approaches poses very difficult policy and program issues. This leaves the distance learning and off-site instructional approaches as the primary focus.

## Current Uses

The Innovation Program initiative began in earnest in 1995. Almost all the approved innovative programs have fallen under the California Distance Learning Project's definition of distance learning. This means that several key requirements must be met. They are:

- the separation of teacher and learner in space and/or time during at least a majority of each instructional process,
- the provision of two-way communication between teacher, tutor, or educational agency and learner,
- the use of educational media to unite teacher and learner and carry course content, and
- the control of learning by student rather than distance instructor.<sup>3</sup>

The California Department of Education and the Distance Learning Project continue to stress the importance of the two-way communication. While some people equate distance education with impersonal self-directed learning, California adult education emphasizes the role of the instructor in providing the learning intervention.

The statewide Innovation Program has reached critical mass in terms of acceptance by the adult education field. In the spring of 2002 there are some 86 adult schools that have submitted applications or received authorization to operate Innovation Programs for the 2001 – 2002 fiscal year. This represents roughly 43% of adult schools large enough to reasonably consider the Innovation Programs option as part of their instructional strategies.

The remaining ±170 programs are too small to do much more than experiment with innovative activities. They have little incentive to participate, which is unfortunate, because the 5% flexibility could help address problems of distance, limited curricula, and oversight.<sup>4</sup>

The requested approvals totaled over \$23,600,000 with an approximate average of \$280,340. The range of approvals was from the Los Angeles Unified request of over \$10.5 million to Moreno Valley's \$1,889. The Los Angeles request represents roughly 43% of the total.

### Distribution by Media Type

**Figure 1** summarizes the most popular innovative approaches approved for FY' 2001 – 2002. While the data are approximate, they provide a good overview on the most prevalent media used. Video checkout is by far the most popular.

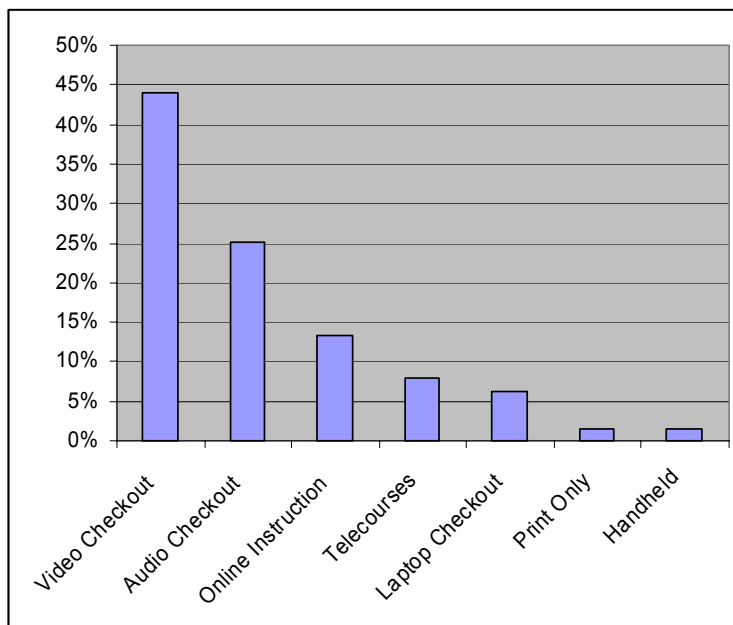
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<sup>3</sup> This is due to the asynchronous nature of most instruction. Each learner interacts with the learning materials and the instructor on an individualized basis.

<sup>4</sup> The Adult Education Office and the leadership programs have a priority to find new methods to serve the smaller programs.

**Figure 1**

**Media Used in the Innovation Programs FY' 2001 – 2002**



Source: 2001–2002 Applications

The video and audio media normally are provided on a checkout basis with packets of printed materials and work assignments included. They constitute about 70% of the recent and current innovative approaches.



The checkout model is easy to manage unless large numbers of learners are involved. Recent additions to the video choices make this an appealing approach for learners who cannot regularly attend classroom centered learning.

The current use of the Internet as the primary instructional medium is growing. We expect to see continuing increases in its use as the learning materials become integrated into course-length curricula and as instructors become comfortable using email and other communications tools.

Currently most adult basic learners do not have Internet access in the home. Does accessing the courseware from the adult school or library constitute innovative or alternative instructional delivery as required by the Innovation Program? We believe that it does for the foreseeable future because the basic definition of distance learning (page 2) is being met.

### Course Distribution by Instructional Areas

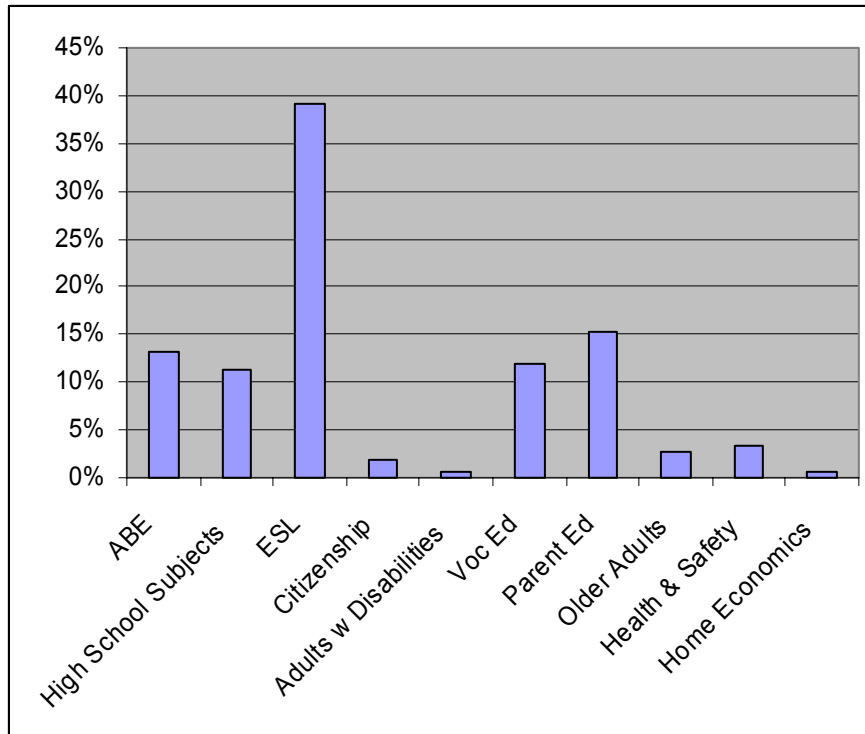
Innovation Programs are permitted to offer multiple courses. It is not unusual for an adult school to offer several levels of English as a Second language (ESL), an adult

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basic education course (ABE) as well as a parent education course. **Figure 2** describes the approximate fiscal year 2001 – 2002 distribution for the 10 areas of authorized instruction.<sup>5</sup>

**Figure 2**

### Distribution of Innovation Program Courses by Instructional Area (FY' 2001–2002)



Source: 2001–2002 Applications

These data are based on approved courses not necessarily those actually offered. Later data (Table 1–A) show that ESL served the most learners.

Most of the adult high school subjects in fact are GED preparation. Few high school subjects are offered via the Innovation Program initiative. The Independent Study option is more useful because it is not capped at 5%, although other rules apply.

## Accountability

In the spring of 2000 the California Dept. of Education appointed an *ad hoc* work group to review the need for more standardized reporting. In May 2000 administrators from the approved Innovation Programs were invited to Sacramento to identify elements that could be combined into a more uniform reporting system.

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<sup>5</sup> Figures 1 and 2 report data from FY' 2001 – 2002. The tables in this report utilize data from FY' 2000 – 2001.

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What emerged was a plan to integrate elements into the annual Innovation Program application form, to make it available interactively on the Internet, and to standardize the demographic data reporting based on the Tracking of Programs and Students (TOPSpro) Entry and Update records. All adult schools are required to utilize these data elements as part of their apportionment related reporting. The application gives the local innovation programs the ability to detail their unique aspects while providing consistent state-wide descriptive information. The online application development begins in July 2002. The reporting also will be available interactively via the Internet in the spring of 2003.

### 2000 – 2001 Learner Statistics

The following tables are based on TOPSpro data collected by CASAS for fiscal year 2000 – 2001. They are based on programs that identify their learners as participating in distance learning programs, and consequently are a very good approximation of the statewide Innovation Programs' learning populations.

#### Participation by Instructional Program

Over 91(91.1%) percent of the learners recorded via TOPSpro participated in ESL programs. Adult secondary education / GED programs were a distant second (2.8%).

**Table 1–A**

**Population Participating in Innovation Programs by Instructional Program (2000–2001)**

<b>Program</b>	<b>N</b>	<b>%</b>
ABE	359	1.6
ESL	19,835	91.1
Citizenship	34	0.2
ASE/GED	618	2.8
Vocational Ed.	364	1.7
Adults w/Disabilities	66	0.3
Health & Safety	1	0.0
Home Economics	1	0.0
Parent Ed.	359	1.6
Older Adults	152	0.7
<b>Total</b>	<b>21,789</b>	<b>100.0</b>

*Source: CASAS 2001*

This reflects a documented increase of over 4,000 learners from the previous year and slight changes in the distribution of learners served among authorized areas of instruction as shown in **Table 1–B**.

**Table 1–B**

**Population Participating in Innovation Programs by Instructional Program (2000–2001)**

<b>Program</b>	<b>N</b>	<b>%</b>
ABE	550	3.3
ESL	15,125	90.9
Citizenship	27	0.2
ASE/GED	250	1.5
Vocational Ed.	270	1.6
Adults w/Disabilities	74	0.4
Health & Safety	1	0.0
Home Economics	4	0.0
Parent Ed.	334	2.0
Older Adults	17	0.1
<b>Total</b>	<b>16,652</b>	<b>100.0</b>

Source: CASAS 2001

**Enrollment by Geographic Region**

The Innovation Programs distribution by region is very uneven. Los Angeles County and the Los Angeles Unified School District, in particular, dominate the enrollment statistics with 74.5% of the participants residing in Los Angeles County.

**Table 2**

**Innovation Programs Distribution by Region (2000–2001)**

<b>Geographic Region</b>	<b>N</b>	<b>%</b>
Balance of State	1,951	9.0
Bay Area Region	2,399	11.0
Central Valley Region	253	1.2
LA Perimeter Region	652	3.0
Los Angeles County	16,258	74.5
San Diego Region	276	1.3
<b>Total</b>	<b>21,789</b>	<b>100.0</b>

Source: CASAS 2001

**Distribution by Sex and Program**

Women participated in far greater numbers than men (64.3% to 35.7%). The preponderance of women was even greater in the ABE (68%), parent education (89%), and older adult programs (72%). Men participated in larger numbers in the adults with disabilities program (67%) although the numbers were limited.

**Table 3**

**Gender of Students Enrolled in Innovation Programs by Instructional Program (2000–2001)**

<b>Program</b>	<b>Female %</b>	<b>Male %</b>	<b>Total</b>
ABE	67.9	32.1	343
ESL	64.1	35.9	19,389
Citizenship	76.5	23.5	34
ASE/GED	57.4	42.6	596
Vocational Ed. Adult w/ Disabilities	61.0	39.0	354
Health & Safety	32.8	67.2	64
Home Economics	100.0	0.0	1
Parent Ed.	100.0	0.0	1
Older Adults	88.8	11.2	349
	72.0	28.0	150
<b>Total</b>	<b>64.3</b>	<b>35.7</b>	<b>21,281</b>

Source: CASAS 2001

### Participation by Age Group

Participation by age groups shows the 31–40 old and the 21–30 year old age groups being the largest cohorts, but about the same (31% to 29.4%). The third largest cohort was the 41–50 year olds at 16.7%. Over 13% of the participants were 51 years old or more.

Among the ESL learners, the largest program, the 31–40 and 21–30 age cohorts were quite similar in size (31.8% and 29.6%).

Table 4

Learner Age in Innovation Programs by Instructional Program (2000–2001)

Age	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
16-20	46	15.5	1,728	9.0	0	0.0	223	39.3	26	7.4	2	3.2
21-30	87	29.4	6,108	31.8	5	14.7	115	20.3	76	21.7	23	36.5
31-40	97	32.7	5,657	29.6	8	23.5	101	17.8	83	23.6	19	30.2
41-50	49	16.6	3,226	16.8	8	23.5	77	13.6	79	22.5	15	23.7
51-64	15	5.1	1,735	9.0	9	26.5	42	7.4	54	15.4	3	4.8
65+	2	0.7	730	3.8	4	11.8	9	1.6	33	9.4	1	1.6
<b>Total</b>	<b>296</b>	<b>100.0</b>	<b>19,184</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>	<b>567</b>	<b>100.0</b>	<b>351</b>	<b>100.0</b>	<b>63</b>	<b>100.0</b>

Age	Hlth. & Safety		Home Econ.		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
16-20	0	0.0	0	0.0	8	2.4	3	2.0	2,036	9.7
21-30	1	100.0	0	0.0	89	26.6	0	0.0	6,504	31.0
31-40	0	0.0	1	100.0	182	54.5	3	2.0	6,151	29.4
41-50	0	0.0	0	0.0	44	13.2	4	2.7	3,502	16.7
51-64	0	0.0	0	0.0	9	2.7	52	35.4	1,919	9.1
65+	0	0.0	0	0.0	2	0.6	85	57.9	866	4.1
<b>Total</b>	<b>1</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>334</b>	<b>100.0</b>	<b>147</b>	<b>100.0</b>	<b>20,978</b>	<b>100.0</b>

Source: CASAS 2001

### Ethnicity by Instructional Program

Hispanics comprise 63.6% of the distance learning participants with Asians making up 20.5%. White non-Hispanics represented 8.6% of the participants while Native American and Native Alaskan learners made up 4% of the participants.

The absence of Black (non-Hispanic) learners participating in the Innovation Program (1.1%) is striking. This percentage is the same as FY 1999–2000.<sup>6</sup>

<sup>6</sup> Data from the previous fiscal years are drawn from “A Review of the California 1999 — 2001 Innovation Program Initiative,” Dennis Porter, CDLP, March 2001. The report is available at <http://www.cdlponline.org/fivepercent.html>

**Table 5**  
**Innovation Programs' Learner Ethnicity by Instructional Program (2000–2001)**

Ethnicity	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	63	20.5	1,227	6.4	2	5.9	173	35.1	112	31.6	35	58.2
Hispanic	160	51.8	12,698	66.0	14	41.2	192	39.0	122	34.5	10	16.7
Black (Non-Hispanic)	40	12.9	125	0.6	0	0.0	30	6.1	24	6.8	4	6.7
Asian	30	9.7	4,071	21.1	14	41.2	41	8.3	61	17.2	4	6.7
Pacific Islander	6	1.9	286	1.5	3	8.8	14	2.8	7	2.0	0	0.0
Filipino	6	1.9	51	0.3	0	0.0	10	2.0	16	4.5	7	11.7
Native American	4	1.3	790	4.1	1	2.9	33	6.7	11	3.1	0	0.0
Native Alaskan	0	0.0	5	0.0	0	0.0	0	0.0	1	0.3	0	0.0
<b>Total</b>	<b>309</b>	<b>100.0</b>	<b>19,253</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>	<b>493</b>	<b>100.0</b>	<b>354</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

Ethnicity	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	0	0.0	0	0.0	90	26.4	109	75.7	1,811	8.6
Hispanic	0	0.0	0	0.0	136	39.8	11	7.6	13,343	63.6
Black (Non-Hispanic)	1	100.0	0	0.0	6	1.8	2	1.4	232	1.1
Asian	0	0.0	1	100.0	64	18.8	17	11.8	4,303	20.5
Pacific Islander	0	0.0	0	0.0	35	10.3	0	0.0	351	1.7
Filipino	0	0.0	0	0.0	2	0.6	3	2.1	95	0.5
Native American	0	0.0	0	0.0	8	2.3	2	1.4	849	4.0
Native Alaskan	0	0.0	0	0.0	0	0.0	0	0.0	6	0.0
<b>Total</b>	<b>1</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>341</b>	<b>100.0</b>	<b>144</b>	<b>100.0</b>	<b>20,990</b>	<b>100.0</b>

Source: CASAS 2001

The percentage of Hispanic participants decreased slightly from the previous year (68.5%) while the percent of Asian participants increased by 3.3% (16.8% last year).

### Innovation Program Participants' Primary Language

The large number of languages spoken by Innovation Programs participants is a clear indicator of participant diversity. Close to two-thirds (66.1%) of the participants reported speaking Spanish as their primary language. This is a decrease of 6.3% from the previous year.

Chinese is a distant second at 8.9% (6.4% in the previous year), followed by English (4.8%) and Korean (3.7%).

**Table 6**  
**The Primary Language Spoken by Innovation Programs' Participants by Instructional Program (2000–2001)**

Primary Language	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
English	84	31.1	176	0.9	0	0.0	271	54.5	178	50.9	47	77.1
Spanish	133	49.1	13,224	69.0	15	44.1	181	36.5	91	26.0	6	9.8
Vietnamese	3	1.1	627	3.3	2	5.9	5	1.0	3	0.9	1	1.6
Chinese	8	3.0	1,748	9.1	10	29.4	11	2.2	20	5.7	2	3.3
Hmong	0	0.0	33	0.2	0	0.0	0	0.0	2	0.6	0	0.0
Cambodian	1	0.4	30	0.2	0	0.0	0	0.0	3	0.9	0	0.0
Tagalog	4	1.5	41	0.2	0	0.0	1	0.2	10	2.9	5	8.2
Korean	5	1.9	753	3.9	0	0.0	2	0.4	1	0.3	0	0.0
Lao	1	0.4	20	0.1	0	0.0	0	0.0	0	0.0	0	0.0
Russian	4	1.5	559	2.9	2	5.9	0	0.0	2	0.6	0	0.0
Farsi	0	0.0	206	1.1	0	0.0	5	1.0	6	1.7	0	0.0
Other	27	10.0	1,740	9.1	5	14.7	21	4.2	33	9.5	0	0.0
<b>Total</b>	<b>270</b>	<b>100.0</b>	<b>19,157</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>	<b>497</b>	<b>100.0</b>	<b>349</b>	<b>100.0</b>	<b>61</b>	<b>100.0</b>

Primary Language	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
English	1	100.0	0	0.0	121	35.5	117	82.5	995	4.8
Spanish	0	0.0	0	0.0	141	41.3	7	4.9	13,798	66.1
Vietnamese	0	0.0	0	0.0	2	0.6	0	0.0	643	3.1
Chinese	0	0.0	1	100.0	42	12.3	10	7.0	1,852	8.9
Hmong	0	0.0	0	0.0	0	0.0	0	0.0	35	0.2
Cambodian	0	0.0	0	0.0	0	0.0	0	0.0	34	0.2
Tagalog	0	0.0	0	0.0	1	0.3	0	0.0	62	0.3
Korean	0	0.0	0	0.0	2	0.6	0	0.0	763	3.7
Lao	0	0.0	0	0.0	0	0.0	0	0.0	21	0.1
Russian	0	0.0	0	0.0	0	0.0	2	1.4	569	2.7
Farsi	0	0.0	0	0.0	1	0.3	0	0.0	218	1.0
Other	0	0.0	0	0.0	31	9.1	6	4.2	1,863	8.9
<b>Total</b>	<b>1</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>341</b>	<b>100.0</b>	<b>142</b>	<b>100.0</b>	<b>20,853</b>	<b>100.0</b>

Source: CASAS 2001

### Years of Schooling

Over forty five percent (45.6%) of the learners reported having nine or less years of schooling at the time of enrollment (46.7% for the previous year). This suggests that the Innovation Programs are reaching learners most in need of adult education services. Further is suggests that lower level learners can, in the judgment of program operators, be effectively served by non-traditional interventions.

**Table 7**

**Years of Schooling for Innovation Programs' Participants by Instructional Program (2000–2001)**

Program	<=3Years		4-6 Years		7-9 Years		10-11 Years	
	N	%	N	%	N	%	N	%
ABE	3	1.3	19	8.3	34	14.9	55	24.1
ESL	997	5.7	3,221	18.5	4,026	23.2	1,918	11.0
Citizenship	3	10.7	7	25.0	6	21.4	1	3.6
ASE/GED	10	2.1	20	4.1	84	17.3	275	56.6
Vocational Ed.	7	2.4	14	4.8	23	7.8	45	15.3
Adults w/ Disabilities	0	0.0	1	2.8	3	8.3	5	13.9
Health & Safety	0	0.0	0	0.0	0	0.0	0	0.0
Home Economics	0	0.0	0	0.0	0	0.0	0	0.0
Parent Education	6	2.6	36	15.7	35	15.2	22	9.6
Older Adults	1	0.8	5	4.1	2	1.6	8	6.5
<b>Total</b>	<b>1,027</b>	<b>5.5</b>	<b>3,323</b>	<b>17.7</b>	<b>4,213</b>	<b>22.4</b>	<b>2,329</b>	<b>12.4</b>

Program	12 Years		13+ Years		Total	
	N	%	N	%	N	%
ABE	61	26.8	56	24.6	228	1.2
ESL	3,483	20.1	3,719	21.4	17,364	92.4
Citizenship	3	10.7	8	28.6	28	0.1
ASE/GED	52	10.7	45	9.3	486	2.6
Vocational Ed.	96	32.7	109	37.1	294	1.6
Adults w/ Disabilities	26	72.2	1	2.8	36	0.2
Health & Safety	0	0.0	1	100.0	1	0.0
Home Economics	0	0.0	1	100.0	1	0.0
Parent Education	40	17.4	91	39.6	230	1.2
Older Adults	45	36.6	62	50.4	123	0.7
<b>Total</b>	<b>3,806</b>	<b>20.3</b>	<b>4,093</b>	<b>21.8</b>	<b>18,791</b>	<b>100.0</b>

Source: CASAS 2001

### Highest Degree by Instructional Program

Over half (52.9%) the Innovation Programs' learners reported having no earned degrees at the time of enrollment (49.9% in the previous year). Twenty five percent (24.8%) reported earning a high school diploma or GED,<sup>7</sup> while 7.8% said they had a technical or associate of arts (AA) degrees. Eleven point seven percent (11.7%) of the learners reported having a college degree or some graduate study.

**Table 8**  
**Highest Degree Earned by Instructional Program (2000–2001)**

Program	None		GED		HS Diploma		Technical		AA Degree	
	N	%	N	%	N	%	N	%	N	%
ABE	177	61.2	7	2.4	55	19.0	8	22.0	5	1.7
ESL	10,058	52.6	360	1.9	4,432	23.2	939	4.9	553	2.9
Citizenship	20	58.8	1	2.9	3	8.8	2	5.9	3	8.8
ASE/GED	395	78.5	9	1.8	53	10.5	13	2.6	6	1.2
Vocational Ed.	106	30.7	11	3.2	112	32.5	23	6.7	23	6.7
Adults w/ Disabilities	42	68.9	0	0.0	10	16.4	0	0.0	1	1.6
Health & Safety	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Home Economics	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Parent Education	177	56.2	4	1.3	40	12.7	14	4.4	14	4.4
Older Adults	33	23.9	1	0.7	51	37.0	7	5.1	12	8.7
<b>Total</b>	<b>11,008</b>	<b>52.9</b>	<b>393</b>	<b>1.9</b>	<b>4,756</b>	<b>22.9</b>	<b>1,006</b>	<b>4.8</b>	<b>618</b>	<b>3.0</b>

Program	4 Yr College		Grad Study		Other		Total	
	N	%	N	%	N	%	N	%
ABE	26	9.0	4	1.4	7	2.4	289	1.4
ESL	1,687	8.8	546	2.9	544	2.8	19,119	91.8
Citizenship	3	8.8	1	2.9	1	2.9	34	0.2
ASE/GED	13	2.6	4	0.8	10	2.0	503	2.4
Vocational Ed.	38	11.0	21	6.1	11	3.2	345	1.7
Adults w/ Disabilities	0	0.0	0	0.0	8	13.1	61	0.3
Health & Safety	0	0.0	0	0.0	0	0.0	1	0.0
Home Economics	0	0.0	1	100.0	0	0.0	1	0.0
Parent Education	45	14.3	18	5.7	3	1.0	315	1.5
Older Adults	17	12.3	16	11.6	1	0.7	138	0.7
<b>Total</b>	<b>1,829</b>	<b>8.8</b>	<b>611</b>	<b>2.9</b>	<b>585</b>	<b>2.8</b>	<b>20,806</b>	<b>100.0</b>

Source: CASAS 2001

The percentages of learners with no earned degrees are highest in ABE (61.2%), ESL (52.6%), and ASE/GED (78.5%).

These data also suggest that the Innovation Programs continue to reach learners most in need of adult education services. While this is a value judgment, an important goal of adult education is to reach learners needing literacy and basic education services.

<sup>7</sup> In the previous reporting year 27.3% of the learners reported having earned a GED or high school diploma prior to enrollment. See footnote 5.

### ABE / ASE Instructional Level On Program Entry

Over 10% (10.4%) of the adult basic education and adult secondary education learners were enrolled in beginning literacy or beginning adult basic education (17.3% in the previous year). Over 66% (66.4.2%) were enrolled in intermediate ABE instruction (58.2% in the previous year). Over twenty three percent (23.2%) were enrolled in adult high school subjects or GED as against 24.5% in the previous year.

The changes from the previous year are in the intermediate ABE. This indicates that the distance learning programs continue to successfully reach learners in need of basic education services.

**Table 9**

**Adult Basic Education Instructional Level of Innovation Programs' ABE and ASE Program Participants Upon Entry (2000–2001)<sup>8</sup>**

Level Upon Entry	ABE		ASE		Total	
	N	%	N	%	N	%
Beg. Literacy	6	12.5	1	0.9	7	4.3
Beginning	6	12.5	4	3.4	10	6.1
Intermediate Low	12	25.0	8	6.9	20	12.2
Intermediate High	21	43.7	68	58.6	89	54.2
ASE Low	3	6.3	26	22.4	29	17.7
ASE High	0	0.0	9	7.8	9	5.5
<b>Total</b>	<b>48</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

Source: CASAS 2001

### ESL and ESL–Citizenship Level On Entry

The hierarchy of adult basic learning goes from beginning ESL literacy through advanced adult basic education to adult secondary education / GED. Beginning literacy is very difficult to provide in a distance learning format and is usually discouraged.<sup>9</sup>

Participation in the lower level programs (beginning low ESL and above) serves as another measure of whether the distance learning programs are reaching the hard to serve and / or the most in need of adult basic education services.

Beginning literacy and beginning ESL learners represented 21.7% of the students receiving English language instruction (17.3% in the previous year) while intermediate low learners represented 35.5%. These data reflect the statewide focus in lower level ESL instruction and suggest, as do other tables, that distance learning can be used to reach learners once they demonstrate beginning literacy.

For example, these are the kinds of reading and listening life skills stressed in the beginning low courses.

<sup>8</sup> ABE & ASE Instructional Level Upon Entry (based on pre-test means)

<sup>9</sup> There remains a large group of learners unable to attend site based learning that could benefit from beginning ESL instruction. In our opinion the limited availability of adult appropriate multi-media learning materials is a partial reason why more beginning ESL learners are not targeted.

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- Relating phonological sounds to letters and clusters of letters (sound/symbol correspondence).
- Recognizing basic sight words.
- Interpreting sentences using vocabulary and structures previously learned orally.

Skill and drill types of activities often are a part of the beginning low instruction.

Those students in the Intermediate Low and above levels probably benefit the most from flexible distance learning alternatives because of the improving quality of the available learning materials and the opportunity to incorporate life skills and higher-order thinking skills with the language acquisition instruction.

**Table 10**

### ESL and ESL–Citizenship Instructional Level of Innovation Programs’ Participants Upon Entry (2000–2001)<sup>10</sup>

Level Upon Entry	ESL		ESL-Citizenship		Total	
	N	%	N	%	N	%
Beg. Literacy	400	3.0	5	4.1	405	3.0
Beginning	2,471	18.8	11	9.0	2482	18.7
Intermediate Low	4,642	35.3	59	48.4	4701	35.5
Intermediate High	2,403	18.3	6	4.9	2409	18.1
Adv. Low	2,806	21.3	22	18.0	2828	21.3
Adv. High	437	3.3	19	15.6	456	3.4
<b>Total</b>	<b>13,159</b>	<b>100.0</b>	<b>122</b>	<b>100.0</b>	<b>13,281</b>	<b>100.0</b>

Source: CASAS 2001

### Primary Reasons for Enrollment

Improving basic skills and English skills account for over 67% (67.4%) of the primary reasons learners reported for enrolling (57.9% in the previous year). Direct work related reasons (get a job and retain a job) make up 12.2% of the primary reasons for enrolling. However, improving skills probably have implications for work preparedness.

Basic skill improvement was most important for ABE learners (26.7%) and vocational education learners (29.9%). Improving English skills was the most important for ESL learners (56.6%). Family goals were the most important for learners in parent education (48.5%).

<sup>10</sup> ESL & ESL-Citizenship Instructional Level Upon Entry (based on pre-test means)

**Table 11**  
**The Innovation Programs' Participants Primary Reason for Enrolling in 2000–2001**

Primary Reason	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	96	26.7	2,857	14.4	0	0.0	37	6.0	109	29.9	57	86.4
Improve English Skills	72	20.1	11,244	56.6	3	8.8	112	18.1	9	2.5	1	1.5
ASE Diploma or GED	69	19.2	708	3.6	1	2.9	310	50.2	20	5.5	0	0.0
Get Job	11	3.1	1,445	7.3	1	2.9	18	2.9	71	19.5	3	4.5
Retain Job	4	1.1	457	2.3	0	0.0	3	0.5	13	3.6	0	0.0
Enter College or Training	5	1.4	273	1.4	0	0.0	16	2.6	7	1.9	0	0.0
Work-Based Project	2	0.6	100	0.5	0	0.0	0	0.0	9	2.5	0	0.0
Family Goal	3	0.8	412	2.1	0	0.0	7	1.1	32	8.8	0	0.0
U.S. Citizenship	1	0.3	379	1.9	24	70.7	5	0.8	0	0.0	0	0.0
Military	0	0.0	10	0.1	0	0.0	1	0.2	0	0.0	0	0.0
Personal Goal	45	12.5	1,291	6.5	0	0.0	42	6.8	51	14.0	5	7.6
Other	51	14.2	659	3.3	5	14.7	67	10.8	43	11.8	0	0.0
<b>Total</b>	<b>359</b>	<b>100.0</b>	<b>19,835</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>	<b>618</b>	<b>100.0</b>	<b>364</b>	<b>100.0</b>	<b>66</b>	<b>100.0</b>

Primary Reason	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	0	0.0	1	100.0	15	4.2	53	34.9	3,225	14.8
Improve English Skills	0	0.0	0	0.0	27	7.5	0	0.0	11,468	52.6
ASE Diploma or GED	0	0.0	0	0.0	7	1.9	0	0.0	1,115	5.1
Get Job	0	0.0	0	0.0	3	0.8	1	0.7	1,553	7.1
Retain Job	0	0.0	0	0.0	0	0.0	1	0.7	478	2.2
Enter College or Training	0	0.0	0	0.0	0	0.0	0	0.0	301	1.4
Work-Based Project	1	100.0	0	0.0	0	0.0	0	0.0	112	0.5
Family Goal	0	0.0	0	0.0	174	48.5	3	2.0	631	2.9
U.S. Citizenship	0	0.0	0	0.0	0	0.0	0	0.0	409	1.9
Military	0	0.0	0	0.0	0	0.0	0	0.0	11	0.1
Personal Goal	0	0.0	0	0.0	49	13.7	67	44.0	1,550	7.1
Other	0	0.0	0	0.0	84	23.4	27	17.7	936	4.3
<b>Total</b>	<b>1</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>359</b>	<b>100.0</b>	<b>152</b>	<b>100.0</b>	<b>21,789</b>	<b>100.0</b>

Source: CASAS 2001

### The Secondary Reason for Enrolling

Participants reported improving English skills (21.8%), personal goals (26.9%) and work related reasons (18.9%) as the important secondary reasons for enrolling along with improving basic skills (12.6%).

**Table 12**  
**Innovation Programs' Participants Secondary Reason for Enrolling (2000–2001)**

Secondary Reason	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	57	20.3	2,212	12.3	0	0.0	90	17.9	62	21.0	2	3.1
Improve English Skills	43	15.3	4,125	23.0	14	51.9	64	12.7	14	4.7	0	0.0
HS Diploma or GED	10	3.6	455	2.5	0	0.0	58	11.5	8	2.7	0	0.0
Get Job	93	33.0	2,541	14.1	2	7.4	45	8.9	53	18.0	5	7.7
Retain Job	11	3.9	850	4.7	0	0.0	10	2.0	13	4.4	44	67.8
Enter College or Training	21	7.5	704	3.9	0	0.0	81	16.1	21	7.1	1	1.5
Work-Based Project	3	1.1	219	1.2	0	0.0	1	0.2	4	1.4	0	0.0
Family Goal	11	3.9	1,209	6.7	0	0.0	5	1.0	7	2.4	1	1.5
U.S. Citizenship	4	1.4	460	2.6	3	11.1	3	0.6	1	0.3	0	0.0
Military	0	0.0	27	0.2	0	0.0	4	0.8	2	0.7	0	0.0
Personal Goal	25	8.9	4,794	26.6	7	25.9	92	18.4	98	33.2	11	16.9
Other	3	1.1	395	2.2	1	3.7	50	9.9	12	4.1	1	1.5
<b>Total</b>	<b>281</b>	<b>100.0</b>	<b>17,991</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>	<b>503</b>	<b>100.0</b>	<b>295</b>	<b>100.0</b>	<b>65</b>	<b>100.0</b>

Secondary Reason	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	0	0.0	0	0.0	19	7.1	26	24.5	2,468	12.6
Improve English Skills	0	0.0	0	0.0	20	7.5	2	1.9	4,282	21.8
HS Diploma or GED	0	0.0	0	0.0	1	0.4	0	0.0	532	2.7
Get Job	0	0.0	0	0.0	5	1.9	1	0.9	2,745	14.1
Retain Job	0	0.0	0	0.0	2	0.7	0	0.0	930	4.8
Enter College or Training	0	0.0	0	0.0	1	0.4	0	0.0	829	4.2
Work-Based Project	0	0.0	0	0.0	0	0.0	0	0.0	227	1.2
Family Goal	0	0.0	0	0.0	52	19.4	4	3.8	1,289	6.6
U.S. Citizenship	0	0.0	0	0.0	0	0.0	0	0.0	471	2.4
Military	0	0.0	0	0.0	0	0.0	0	0.0	33	0.2
Personal Goal	0	0.0	1	100.0	165	61.5	55	51.9	5,248	26.9
Other	0	0.0	0	0.0	3	1.1	18	17.0	483	2.5
<b>Total</b>	<b>0</b>	<b>0.0</b>	<b>1</b>	<b>100.0</b>	<b>268</b>	<b>100.0</b>	<b>106</b>	<b>100.0</b>	<b>19,537</b>	<b>100.0</b>

Source: CASAS 2001

### Learner Progress

Learners are monitored on their progress over the time of enrollment. Over one fourth of the ESL participants completed or moved up in their course —25.6% compared to 25.9% in the previous year. However, 28% of the ESL participants were no shows or left before completion (29.5% in the previous year). In spite of the fact that the ESL learners come in and out of adult education according to life's circumstances, this still is an area that requires continual improvement.

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Over 65% (65.8%) of the ABE learners were retained at the same level. There are multiple reasons for remaining at the same level including recent enrollment at the time of testing.

Adult high school / GED, vocational education, and parent education learners completed or moved up 29%, 30.1%, and 30.1% respectively.

**Table 13**

**Innovation Programs' Participants Progress by Program (2000–2001)**

Program	Retained at Same Level		Completed & Moved Up		Left Before Completion		Left After Completion		No Show or < 12 hrs		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	220	65.8	15	4.5	59	17.6	5	1.4	36	10.7	335	100.0
ESL	7,234	39.9	4,636	25.6	3,417	18.8	1,181	6.5	1,672	9.2	18,140	100.0
Citizenship	15	78.9	1	5.3	0	0.0	0	0.0	3	15.8	19	100.0
ASE/GED	172	33.0	151	29.0	96	18.5	43	8.3	58	11.2	520	100.0
Vocational Education	115	36.0	96	30.1	52	16.3	29	9.1	27	8.5	319	100.0
Adults w/ Disabilities	49	76.6	10	15.6	3	4.7	0	0.0	2	3.1	64	100.0
Health & Safety	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Home Economics	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Parent Ed.	149	46.7	96	30.1	30	9.4	22	6.9	22	6.9	319	100.0
Older Adults	24	17.9	81	60.5	6	4.5	16	11.9	7	5.2	134	100.0

*Source: CASAS 2001*

### Learner Status by Program

Another look at learner progress shows that overall 55.6% (53.6% in the previous year) of the Innovation Programs' enrollees were retained at the same level, 35.4% completed their course or moved up, and 9% left after completion.

Completion rates were highest for ASE / GED participants (41.3%) followed by vocational education and ESL learners (40% and 35.4%) where there are 100 of more learners in a program.

**Table 14**

**Innovation Programs' Learner Status by Program (2000–2001)**

Program	Retained at Same Level		Completed & Moved Up		Left After Completion		Total	
	N	%	N	%	N	%	N	%
ABE	220	91.6	15	6.3	5	2.1	240	100.0
ESL	7,234	55.5	4,636	35.5	1,181	9.0	13,051	100.0
Citizenship	15	93.7	1	6.3	0	0.0	16	100.0
HS/GED	172	47.0	151	41.3	43	11.7	366	100.0
Vocational Education	115	47.9	96	40.0	29	12.1	240	100.0
Adults w/ Disabilities	49	83.1	10	16.9	0	0.0	59	100.0
Health & Safety	1	100.0	0	0.0	0	0.0	1	100.0
Home Economics	0	0.0	0	0.0	0	0.0	0	0.0
Parent Ed.	149	55.8	96	36.0	22	8.2	267	100.0
Older Adults	24	19.8	81	67.0	16	13.2	121	100.0
<b>Overall</b>	<b>7,979</b>	<b>55.6</b>	<b>5,086</b>	<b>35.4</b>	<b>1,296</b>	<b>9.0</b>	<b>14,361</b>	<b>100.0</b>

Source: CASAS 2001

### Work Related Outcomes

Among the learners identifying work related outcomes, 40% reported that they obtained or retained a job. The “other” category accounts for 24.5% of the responses while acquiring workforce readiness skills accounts for 15.5%.

**Table 15**

**Reported Innovation Programs' Learner Work Related Outcomes (2000–2001)**

Work Related Outcomes	N	%
Got a Job	2,255	15.7
Retained Job	3,501	24.4
Met work-based proj. goal	637	4.4
Entered job training	303	2.1
Entered apprenticeship	96	0.7
Entered military	33	0.2
Acq. workforce readiness skills	2,229	15.5
Reduced public assistance	141	1.0
Other	3,517	24.5

Source: CASAS 2001

### Personal Outcomes

Twenty one percent (20.6%) of the learners identifying personal outcomes said that they have increased their involvement in their children’s education while 13.7% said they had increased their involvement with their children’s literacy activities. Meeting a personal goal(s) accounts for 54.8% of the responses. The “other” category accounts for 20.6%.

**Table 16**

**Reported Innovation Programs’ Learner Personal Outcomes (2000–2001)**

<b>Personal/Family Outcomes</b>	<b>N</b>	<b>%</b>
Increased involvement in children's education	2,960	20.6
Increased involvement in children's literacy activities	1,963	13.7
Met other family goal	2,579	18.0
Met personal goal	7,872	54.8
Other	2,964	20.6

Source: CASAS 2001

**Community Outcomes**

Learners reporting community outcomes identified increased community involvement in 31.7% (13.4% in the previous year) of the cases and “other” outcomes in 29.9% of the responses.

**Table 17**

**Reported Innovation Programs’ Learner Community Outcomes (2000–2001)**

<b>Community Outcomes</b>	<b>N</b>	<b>%</b>
Achieved U.S. citizenship skills	764	5.3
Registered to vote or voted first time	235	1.6
Increased involvement in community	4,546	31.7
Other	4,288	29.9

Source: CASAS 2001

**Educational Outcomes**

Learners reporting educational outcomes identified the mastery of course competencies (26.2% versus 15.7% in the previous year) and gained computer/tech skills (12.4% versus 10.2% in the previous year) the most often. Eleven percent (11%) reported earning a certificate or high school diploma as their educational goal.

The “other” category accounts for over twenty five percent of the responses (26.2%) and provides little information regarding what the respondents were thinking.

**Table 18**

**Reported Innovation Programs’ Learner Educational Outcomes (2000–2001)**

<b>Educational Outcomes</b>	<b>N</b>	<b>%</b>
Returned to K-12	177	1.2
Passed GED	149	1.0
Earned Certificate	1,186	8.3
Earned High School diploma	383	2.7
Entered college	297	2.1
Entered training program	264	1.8
Gained computer/tech skills	1,779	12.4
Mastered course competencies	3,759	26.2
Other	4,481	31.2

Source: CASAS 2001

**Reading Pretest Scores**

The following tables are taken from CASAS test data. The reader will note the comparatively smaller number of tested learners to enrolled learners.<sup>11</sup> CASAS pre and post testing all learners in distance learning programs is difficult. New technologies may help address the problem.

ABE / ASE reading level 181 – 200 denote beginning and pre–beginning literacy. Reading levels 201 – 210 and 211 – 220 reflect beginning and intermediate basic skills learners respectively while level 221 – 235 identifies the pre–GED / advanced basic skills learners. Level 236–245 is adult secondary education, and the 246+ grouping identifies the advanced adult secondary learner including GED preparation.

The small numbers of learners involved in the reading pretest don’t provide useful information other than to identify the reading characteristics of the Innovation Programs ABE / ASE learners.

For the ESL / ESL – civics learners the data are more useful. Level at or below 180 identify are beginning literacy and pre–beginning ESL learners and 181 – 200 level identifies the low intermediate and high beginning ESL CASAS instructional level. Levels 201 – 210 and 211 – 220 identify the low intermediate and high intermediate ESL learners while level 221 – 235 is the advanced ESL reading group. ESL learners with reading pretest scores of 236 – 245 are ready for adult secondary education. However, it is not unusual that they do not feel comfortable with their language skills and wish more language training.

The ESL learners reading at the intermediate and advanced levels form the majority of the Innovation Programs participants (74.9%). This seems appropriate because the learning resources are the most robust for these groups.

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<sup>11</sup> Programs utilizing federal adult education funds must test all learners. Participants in state apportionment programs are not required to pre and post test learners, although it is highly desirable.

**Table 19**

**Innovation Programs' Participant Reading Pretest Mean Scores<sup>12</sup>**

<b>Reading Score Range</b>	<b>Mean Score</b>	<b>N</b>	<b>%</b>
<b>ABE/ASE</b>			
181-200	188.0	4	2.5
201-210	206.6	10	6.3
211-220	217.4	20	12.6
221-235	229.0	87	54.7
236-245	240.2	29	18.2
246+	249.4	9	5.7
<b>ABE/ASE Overall</b>	<b>228.3</b>	<b>159</b>	<b>100.0</b>
<b>ESL/ESL-Cit</b>			
<=180	174.5	400	3.0
181-200	193.4	2,459	18.6
201-210	205.5	4,672	35.4
211-220	216.1	2,396	18.1
221-235	227.2	2,821	21.4
236-245	239.8	340	2.6
246+	248.9	115	0.9
<b>ESL/ESL-Cit Overall</b>	<b>210.1</b>	<b>13,203</b>	<b>100.0</b>

Source: CASAS 2001

The most recent overall state data show the mean reading pretest score for ABE/ASE learners was 229.8, while the mean for ESL learners was 207.6.<sup>13</sup> ABE / ASE Innovation Program participants were slightly lower than average and the ESL/ESL–Citizenship Innovation Program learners were slightly higher.

**Listening Mean Scores**

The ESL / ESL citizenship listening scores fall into the same categories as the reading scores — levels at or below 180 and 181 – 200 are beginning / pre–beginning literacy ESL learners. Levels 201 – 210 and 211 – 220 are intermediate ESL learners while level 221 – 235 is the advanced ESL reading group. ESL learners with listening pretest scores of 236 – 245 are ready for adult secondary education.

<sup>12</sup> Note: When Reporting Mean Scores and Mean Learning Gains CASAS normally does not report values with Ns below 30.

<sup>13</sup> “Student Progress and Goal Attainment Report Adult School Programs in California 1999-00: Executive Summary — Executive Summary” <http://www.cde.ca.gov/adulteducation/datacollect/stateprogindex.html>

**Table 20**

**Innovation Programs' Participant Listening Pretest Mean Scores (2000–2001)<sup>14</sup>**

<b>Listening Score Range</b>	<b>Mean Score</b>	<b>N</b>	<b>%</b>
<b>ESL/ESL-Cit</b>			
<=180	174.7	11	1.1
181-200	193.1	272	27.9
201-210	205.6	287	29.4
211-220	214.7	254	26.0
221-235	225.5	149	15.3
236-245	239.0	3	0.3
<b>ESL/ESL-Cit Overall</b>	<b>207.3</b>	<b>976</b>	<b>100.0</b>

Source: CASAS 2001

For all state programs the mean listening pretest score for ESL learners was 205.1. It was slightly higher for the Innovation Programs at 207.3.

**Reading Score Gains**

Extensive research shows that learners testing 210 or below on the CASAS reading test on average show five point gains after 80 – 100 hours of instruction. Learners testing 211 or above on average show three point reading gains with 80 – 100 hours of instruction. All mean scores with the exception of the ESL/ESL citizenship 236–245 group tested about the average.

The reading score gains for ESL/ESL citizenship learners pre-testing below 180 and 181–200 respectively are substantial. The overall reading score mean gains are encouraging, especially since we don't know the number of hours of instruction for the tested learners.

The ABE numbers, though small, show above average gains except for the 236–245 group.

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<sup>14</sup> Note: When Reporting Mean Scores and Mean Learning Gains CASAS normally does not report values with Ns below 30.

**Table 21**

**Innovation Programs' Participant Reading Score Mean Gains (2000–2001)<sup>15</sup>**

<b>Reading Scoring Range</b>	<b>Pretest Mean</b>	<b>Post-test Mean</b>	<b>Learning Gain Mean</b>	<b>N</b>	<b>%</b>
<b>ABE/ASE</b>					
< 200	180.0	192.0	12.0	1	1.3
201-210	205.0	230.0	25.0	3	3.8
211-220	216.4	228.8	12.4	10	12.8
221-235	228.5	233.3	4.8	48	61.6
236-245	239.9	241.7	1.8	16	20.5
<b>ABE/ASE Overall</b>	<b>227.8</b>	<b>233.8</b>	<b>6.0</b>	<b>78</b>	<b>100.0</b>
<b>ESL/ESL-Cit</b>					
< 180	174.3	202.8	28.5	255	3.0
181-200	193.5	206.1	12.6	1,554	18.1
201-210	205.5	216.2	10.6	3,218	37.6
211-220	216.1	223.2	7.1	1,555	18.2
221-235	227.2	231.6	4.5	1,801	21.0
236-245	240.0	240.5	0.5	183	2.1
<b>ESL/ESL-Cit Overall</b>	<b>209.6</b>	<b>219.0</b>	<b>9.4</b>	<b>8,566</b>	<b>100.0</b>

Source: CASAS 2001

Statewide mean reading learning gains were 5.0 points for ABE/ASE learners and 7.7 points for ESL learners for all tested learners.<sup>16</sup> Tested learners in the Innovation Programs' ABE/ASE and ESL/ESL–Citizenship programs tested higher than the state mean scores — 5.0 versus 6.0 for ABE/ASE and 7.7 versus 9.4 for ESL/ESL–Citizenship .

**Listening Gains**

The same history of CASAS research shows that learners testing 210 or below on the CASAS listening test on average show five point gains after 80 – 100 hours of instruction. Learners testing 211 or above on average show three point reading gains with 80 – 100 hours of instruction.

The listening gains were highest with the lower level ESL/ESL citizenship learners. All groups performed above average with exception of the higher groups. The 221–235 group performed below average. There was a decrease with the 221–245 group, although it was a small population (3 learners).

<sup>15</sup> Note: When Reporting Mean Scores and Mean Learning Gains CASAS normally does not report values with Ns below 30.

<sup>16</sup> “Student Progress and Goal Attainment Report Adult School Programs in California 1999-00: Executive Summary,” Op. Cit.

**Table 22**

**Innovation Programs' Participant Listening Score Mean Gains (2000–2001)**

Listening Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
<b>ESL/ESL-Cit</b>					
< 180	175.1	196.7	21.6	7	1.4
181-200	193.3	204.1	10.8	143	28.0
201-210	205.8	211.8	6.0	147	28.7
211-220	214.8	219.8	5.0	132	25.8
221-235	224.9	227.0	2.1	79	15.5
236-245	239.0	236.7	-2.3	3	0.6
<b>ESL/ESL-Cit Overall</b>	<b>207.3</b>	<b>214.0</b>	<b>6.7</b>	<b>511</b>	<b>100.0</b>

Source: CASAS 2001

Overall adult education data show mean listening learning gains averaged 5.9 points for ESL learners.<sup>17</sup> Innovation Programs performed 0.8% better.

## Conclusion

Over the last seven years the California Innovation Program initiative and distance learning have become well accepted parts of adult basic education. The data reported here indicate that the original goal of increasing access to learning opportunities is being addressed. Future data analysis will give clearer indications of the extent to which the enrolled learners could not attend traditional site based classes.

Video and audio checkout programs were the most common delivery modalities followed by online instruction. Telecourses may serve the largest numbers per class, but only anecdotal data are available on overall numbers.

English as a second language instructional programs represent the bulk of the Innovation Program enrollments (90.9%) in 2000 – 2001. Los Angeles County adult schools dominate the enrollment statistics (78.2%). Women represent two thirds (64.3%) of the basic education participants in the 2000 – 2001 Innovation Programs.

In 2000 – 2001 age group participation was balanced between the 21–30 (29.5%) and the 31–40 (31.7%) age groups. Hispanics accounted for 63.6% of the 2000 – 2001 enrollments with Asians being 20.5% of the enrollments.

About 46% of the Innovation Programs participants reported having nine or less years of schooling. Over half (53%) of the 2000 – 2001 basic education participants reported having no earned degrees with 24.8% having high school diplomas or GEDs. Over 67% of the learners reported that improving basic skills and English skills were their primary reason for enrolling in 2000 – 2001.

<sup>17</sup> “Student Progress and Goal Attainment Report Adult School Programs in California 1999-00: Executive Summary,” Op. Cit.

## The California Innovation Program Initiative — A Review

Overall, the ABE/ASE and ESL/ESL citizenship programs' reading mean learning gains for Innovation Programs appear to be similar or slightly above CASAS historical normative gains. The same applies to the ESL/ESL citizenship listening gains with one scoring range exception.

The Innovation Programs follow the same accountability requirements as class-based apportionment programs. Pre and post testing is more difficult than in traditional settings, and the numbers are correspondingly lower. This should improve as CASAS refines some testing procedures and technology.

In our judgment the Innovation Programs continue to meet the three crucial benefit-cost criteria necessary to be accepted by adult education practitioners and the California Department of Education. They are:

1. Effectiveness — CASAS pre – post test data indicate that the Innovation Programs' ESL program participants, on average, show substantial learning increases in reading and listening. The ABE/ASE participants show learning gains consistent with historical data.
2. Efficiency — Previous participant and program cost data indicate that the Innovation Programs are cost effective.
3. Equity — Reported years in school, primary language, reading and listening scores on entry, and ethnic data indicate that lower level, often hard-to-serve learners are the primary participants in the Innovation Programs.

These conclusions require continuing research and corroboration.



Technological literacy is an important component of adult literacy. As the Innovation Programs evolve and new resources become available, we expect to see changes in how distance learning instruction is delivered. Over the next five years distributed (Internet) learning opportunities in vocational education, high school subjects, and ESL instruction will continue to increase as the quality of the instructional materials improve, broadband communications capabilities improve, and as adult schools integrate web based resources into their instructional strategies.<sup>18</sup>

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<sup>18</sup> Distributed Internet learning is still in its infancy. We expect to see a continuing instructional migration to the Internet. There is no compelling reason to try to rush its use.